

**THE EFFECTIVENESS OF USING BOARD RACE GAME
IN TEACHING STUDENTS' VOCABULARY MASTERY**

A THESIS

BY:

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ART EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITAS TANJUNGPURA
PONTIANAK
2024**

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(A Pre-Experimental Research on Seventh Grade Students of SMP Negeri 7
Sungai Ambawang in Academic Year 2024/2025)

A THESIS

*Submitted to fulfill one of the requirements for sarjana degree in English
Language Education Study Program, Language and Art Education Department,
Teacher Training and Education Faculty, Tanjungpura University, Pontianak*

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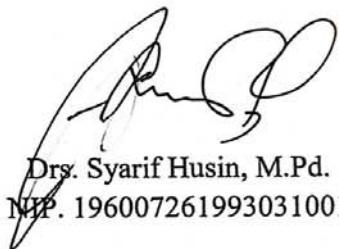
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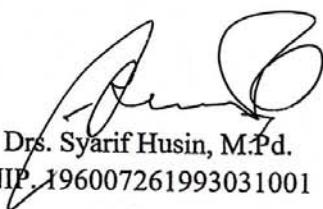
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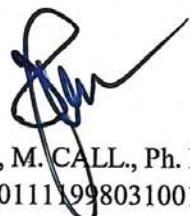
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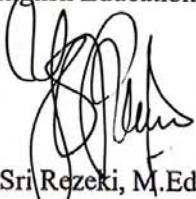
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I hereby proclaim that this thesis entitled “The Effectiveness of Using Board Race Game in Teaching Students’ Vocabulary Mastery” is certainly my own work. I completely responsible for the content of this thesis. The statements or findings of other researchers included in thesis are quoted and cited in accordance with the ethical standard.

Pontianak, November 2024

The Researcher

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ABSTRACT

This study aimed to investigate the effectiveness of using the Board Race Game to teach vocabulary mastery among seventh-grade students of SMP Negeri 7 Sungai Ambawang in the academic year 2024/2025. This quantitative research employed a pre-experimental design with a one-group pre-test and post-test involving 22 students from class VII B selected through cluster random sampling. Vocabulary tests were administered before and after the treatment, and data were analyzed using a t-test. The pre-test average score was 67.73, which increased to 82.50 in the post-test. The t-test result ($t = 5.13 > t\text{-table} = 1.721$) at a 0.05 significance level showed a significant improvement in students' vocabulary mastery, with an effect size of 1.09 indicating a strong effect. During classroom implementation, students actively participated in the game by racing to write vocabulary on the board, which encouraged competition, collaboration, and excitement. This lively atmosphere helped students recall and use words more effectively, particularly nouns and adjectives, while also boosting their confidence and motivation in learning English. The study concludes that the Board Race Game is an effective and engaging teaching strategy that creates an interactive learning environment and significantly enhances vocabulary mastery among junior high school students.

Keywords: Vocabulary Mastery, Board Race Game, Teaching Vocabulary

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The researcher wishes that this thesis will be useful for other students of English Language Study Program. The researcher realises that this thesis may contain weaknesses and still far from perfect. Therefore, the researcher gladly welcomes any constructive criticism, comments and suggestion for the betterment of this thesis.

Pontianak, November 2024

The Researcher

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CHAPTER I

INTRODUCTION

1.1 Background

Language is the ability that humans have to communicate with other humans. Learning a language cannot be separated from learning vocabulary. According to Harmer (2007), vocabulary is a vital component of language. This highlights that vocabulary is not only essential but is also the key to learning any language, especially in learning the English language. Hasbi et al., (2022) also emphasize this point by stating that mastering vocabulary is one of the most important aspects of learning English. Without a strong vocabulary, learners are limited in their ability to express themselves or fully understand others, making vocabulary mastery foundational to achieving fluency in the language.

In learning English, the students need to learn four skills. Those are listening, reading, writing and speaking skill. In line with that, Lube and Nuraeni (2020) state that vocabulary is a crucial component of learning English since without it there is nothing people can express the four language skills of listening, speaking, reading and writing. This means that to be able to master other language skills, it is necessary to master vocabulary first. Vocabulary provides learners with the words needed to express their ideas, comprehend texts, and communicate effectively in English.

English has become one of the languages that must be mastered globally, including in Indonesia (Silalahi, 2019). English is officially taught as a foreign language in Indonesian schools, a decision implemented by the Minister of

Education and Culture in 1967. Presently, Indonesia employs two curriculums, namely Curriculum Merdeka and Curriculum 2013. This research was carried out at SMPN 7 Sungai Ambawang, focusing on seventh-grade students who study uses the Curriculum Merdeka. The implementation of the Curriculum Merdeka by SMPN 7 Sungai Ambawang confirms its commitment to innovating Indonesian education to increase students' potential and interest in learning. The Curriculum Merdeka gives students the freedom to choose their learning interests, reduces academic burden, and fosters teacher creativity. The main goal of teaching English is to achieve proficiency in communication skills in English. Effective communication requires additional components, such as mastery of vocabulary. Therefore, students need to master English vocabulary. The seventh-grade curriculum at SMPN 7 Sungai Ambawang includes various types of texts, including descriptive texts, stories, and narratives. In this study, the researcher chose to examine descriptive text types, with a special focus on teaching students' vocabulary skills, especially on nouns and adjectives.

Vocabulary is the most important element of language power, but vocabulary is also a basic problem for foreign language learners. When it comes to vocabulary, students frequently forget the meanings of words they have previously learned or been instructed (Salipadang et al., 2023). This issue particularly affects Indonesian students, who often find English challenging and struggle with building their vocabulary. At SMPN 7 Sungai Ambawang, many students experience difficulties in memorizing vocabulary, as they only read books during the teaching and learning process. Teaching methods that fail to engage students further

compound this issue, leading to disinterest in English learning and lose motivation to expand their vocabulary. Therefore, it is essential for English teachers to explore alternative teaching methods that can make vocabulary learning more enjoyable (Saputri, 2022).

One enjoyable way to teaching vocabulary is through games. Games can be used as a valuable educational tool that can be used at all age levels to make the learning process more engaging and interactive (Sulaiman, 2019). Traditionally, games have been associated with children's activities; however, modern educational approaches recognize their effectiveness across age groups. Even junior high school students benefit from games as a medium for learning English, as games make language learning exciting, fun, and not boring (Silalahi, 2019). The utilization of games in instruction enhances the meaningfulness and enjoyment of the learning experience for individuals of all ages.

The use of games as teaching media could help catch students' attention and focus better than traditional ways. Games can make students more interested in learning English, rather than stressing about the unfamiliar grammatical structures that students must learn (Saputra & Hadi, 2019). It is expected that engaging students in enjoyable activities like games will spark their enthusiasm for studying English and help them to understand English quickly and easily (Silalahi, 2019). Educational games are available to teach vocabulary, and one noteworthy example is the board race game. A board race game is a game that has a positive contribution to increasing EFL vocabulary (Hukom, 2021). This board race game is a kind of

game that was implemented and this game could make a positive contribution in improving students' vocabulary enrichment.

The board race game is an interactive and dynamic educational activity commonly employed in language instruction. It represents an evolution of traditional board games, utilizing a board as a central component. According to Palupi Kusumawati (2017), the board race game is an enjoyable method for students to practice their English skills while engaging in a competitive setting. This activity involves students collaboratively racing to contribute and write vocabulary terms associated with a given theme or category on a classroom board. The board race game fosters active participation, engagement, and competition among students, thereby cultivating a lively and effective learning environment. Encouraging active involvement, the game prompts students to think actively about and recall vocabulary terms, thereby contributing to more effective vocabulary retention. The inherent competitive element in board race games functions as a potent motivator for students, as the desire to win the race often stimulates increased effort and focus on vocabulary acquisition. Moreover, board race games facilitate collaboration among students, who work together to generate a comprehensive list of vocabulary terms, thereby enhancing a sense of teamwork and shared learning.

The main reasons for choosing board race games as a teaching medium is their capacity to integrate learning with enjoyment in a manner that fosters active student engagement. Traditional vocabulary activities that rely solely on dictionary use often result in boredom and limited vocabulary retention. In contrast, board race games transform vocabulary practice into a dynamic and collaborative competition,

encouraging students to respond swiftly, recall vocabulary under time constraints, and collaborate with peers. This combination of cognitive and social interaction contributes to increased student motivation and improved learning outcomes. Moreover, board race games support kinesthetic learning through physical movement, which is particularly beneficial for young learners in enhancing memory retention. Their adaptability allows educators to tailor the activity to various language topics and proficiency levels, making them a practical and versatile instructional tool. Given these advantages, board race games are considered an effective approach to addressing vocabulary learning challenges and enhancing students' enthusiasm for learning English. While many digital applications such as Kahoot or Quizizz are popular for language learning, they often require access to stable internet connections and personal devices, which are not always available in every classroom setting, especially in rural or under-resourced schools. In contrast, board race games are low-tech, cost-effective, and do not rely on digital infrastructure, making them more accessible for a wider range of educational contexts. Additionally, board race games promote physical movement and face-to-face interaction, which help young learners stay engaged and active throughout the learning process.

To study the proposed topic, there are several previous studies to support the research. The first study conducted by Octaviani et al., (2019), this study was conducted at Uttaryan Suksa Krabi School for fifth-grade students. This research used a collaborative classroom action method. The results of the analysis of this study showed a substantial increase in students' vocabulary mastery, with a pre-test

score of 55.3, a post-test 1 score of 68.6, and a post-test 2 score of 85.6. These results indicated that board race games effectively improved students' vocabulary mastery. The students showed better abilities in pronouncing, memorizing, and understanding new vocabulary in context. The researchers concluded that the board race game helped overcome the problems students faced in vocabulary learning by offering an interactive and motivating learning experience.

The next study conducted by Nurdina (2021), this study used pre-experimental research aimed to improve eighth-grade students' vocabulary mastery through the board race game, using multiple-choice tests for data collection. The results showed a significant increase in students' scores: the average score for verbs rose from 45.25 to 78.5, and for adverbs from 42.75 to 69. Statistical analysis confirmed the significance of the improvement, with t-test results exceeding the t-table value. The study concluded that the board race game had a significant positive effect on students' vocabulary mastery, particularly in learning verbs and adverbs.

Based on the previous study mentioned, the researcher aimed to complete the previous study and enrich similar studies' findings. In this research, the researcher used junior high school students as research subjects, whereas in the previous study, the first researcher used elementary school students as research subjects. Also, in this research, the researcher focused on teaching vocabulary with a special focus on nouns and adjectives. Meanwhile, in the previous research, the second researcher focused on increasing vocabulary with a special focus on verbs and adverbs.

Therefore, based on the preceding explanation above, the researcher conducted a study titled "The Effectiveness of Using Board Race Game in Teaching Students' Vocabulary Mastery (A Pre-Experimental Research on Seventh Grade Students of SMP Negeri 7 Sungai Ambawang in Academic Year 2024/2025)."

1.2 Research Questions

Based on the background of study above, the research questions are:

- 1.2.1. Is the use of board race game effective in teaching vocabulary to junior high school students?
- 1.2.2. How effective is the use of the board race game in teaching students' vocabulary mastery at the junior high school?

1.3 Research Purposes

Related to the research questions of this study, the purposes of the research are:

- 1.3.1. To find out whether or not the use of the board race game is effective in teaching vocabulary of junior high school students.
- 1.3.2. To investigate how effective the use of board race game is in teaching students' vocabulary mastery at the junior high school.

1.4 Research Significance

This research is expected to have some significance not only for the researcher, but also for three groups of people such as teachers, students, and other researchers.

- 1.4.1. For the researcher, the result of this research can give the researcher useful knowledge of the use of the board race game in teaching vocabulary.
- 1.4.2. For the English teacher, the result of this research will provide the teaching vocabulary using board race games that can help the teacher to teach the students' ability in English, especially in vocabulary.
- 1.4.3. For the students, it is hoped that this research will make students happier and not feel bored when studying so that students can enjoy learning. And students can use this game to help them learn languages especially to their vocabulary in learning English actively and confidently.
- 1.4.4. For future researchers, this research can be a source to conduct further research that is relevant to this problem.

1.5 Scope of research

This study focused on implementing board race game to teach students' vocabulary mastery. This study is also carried out at the level of seventh-grade students of SMPN 7 Sungai Ambawang for the 2024/2025 academic year.

1.5.1. Variables

1.5.1.1.Independent Variable:

The use of Board Race Game. Researcher wants to examine how the use of this game affects students' vocabulary mastery.

1.5.1.2. Dependent Variable:

Students' vocabulary mastery. Researcher wants to investigate whether the use of games had a measurable impact on students' vocabulary mastery.

1.5.2. Hypothesis

1.5.2.1. Ha (Alternative Hypothesis)

The use of board race game is effective in teaching students' vocabulary mastery.

1.5.2.2. Ho (Null Hypothesis)

The use of board race game is not effective in teaching students' vocabulary mastery.

1.6 Terminology

To avoid misunderstandings and errors, it is necessary to define the key terminology used in this review. These key terms have the following definitions:

1.6.1. Vocabulary

Vocabulary is a collection of words that a person uses in a particular language or context. Vocabulary consists of two categories: content words and functional words. Content words consist of Noun, Verb, Adverb, and Adjective. In this study, researcher focused on noun and adjective.

1.6.2. Teaching vocabulary

Teaching vocabulary is the deliberate and systematic process of instructing individuals in the acquisition and understanding of words and their use in specific contexts. In teaching vocabulary, effective strategies are needed to increase vocabulary knowledge. Games can be used as a strategy for teaching vocabulary.

1.6.3. A board race game

A board race game is an interactive and educational activity that involves a competitive and collaborative race between participants to write down vocabulary.

1.6.4. SMPN 7 Sungai Ambawang

SMPN 7 Sungai Ambawang is a public school at the junior high school level. SMPN 7 Sungai Ambawang is located on Jalan Raya Mega Timur Desa Mega Timur Parit Lengkong, Kecamatan Sungai Ambawang. This school is located in Kuburaya Regency, West Kalimantan.